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ABSTRACT

The contributions that women's studies programs can make to the liberal arts curriculum are considered in an essay, and descriptions of women's studies programs are presented. In the essay, "The Study of Women: Implications for Reconstructing the Liberal Arts Disciplines," Peggy McIntosh advocates a reexamination of the content and methodology of the traditional disciplines. She challenges faculty members in every department to move beyond the study of white Western males and suggests how the curriculum will be transformed by the inclusion of women and non-Western persons. Program descriptions include those of the University of North Carolina at Chapel Hill and Mankato State University, which have established academic programs in women's studies and offer specific courses focusing on women. Others, including Wheaton College, Montana State University, and the University of Maine at Orono, are examining ways in which research and perspectives on women can be integrated into all courses. The latter approach is often referred to as mainstreaming women's studies and is occurring both at schools that have established women's studies programs and those that have not formalized their activities. Among the goals of Indiana University-Bloomington's women's studies program are to develop courses and encourage faculty and student research. Old Dominion University now has 37 women's studies courses and during the 1981-82 academic year two development conferences will be held. Guilford College, a Quaker-affiliated institution, is promoting integration of material about women into the liberal arts curriculum. Additional programs and resources are briefly described. (SW)

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The Study of Women in the Liberal Arts Curriculum

The new research on women has challenged the assumptions that only men have made significant contributions to history, the arts, and the sciences. Researchers have demonstrated that by including women as relevant subjects for study, disciplines are not only expanded by the contributions of women but are also enhanced by new theories and discoveries that place the roles and activities of both sexes into a realistic perspective. This issue of The Forum for Liberal Education *examines the ways in which colleges and universities are responding to the new scholarship on women.*

Elaine Reuben, former coordinator of the National Women's Studies Association, characterizes women's studies as a process of curricular change. The discovery of knowledge about women by feminist researchers provides a new perspective by which to examine and to transform both the content and the shape of the curriculum. According to Dr. Reuben, approximately 350 U.S. colleges and universities now recognize women's studies programs that annually coordinate the offering of thousands of courses in traditional departments and in instructional units identifed as women's studies programs. Some schools, such as the University of North Carolina at Chapel Hill and Mankato State University, have established academic programs in women's studies and offer specific courses focusing on women. Others, including Wheaton College, Montana State University, and the University of Maine at Orono, are examining ways in which research and perspectives on women can be integrated into all courses. This latter approach is often referred to as "mainstreaming women's studies" and is occurring both at schools which have established women's studies programs and those which have not formalized their activities.

In her essay, Peggy McIntosh calls for a reexamination of the content and methodology of the traditional disciplines. She challenges faculty members in every department to move beyond the study of white Western males and suggests how the curriculum will be transformed by the inclusion of women and non-Western persons of every caste. This issue closes with a list of resources that can be used to begin an exploration of the new research and scholarship on women. The list was compiled with the assistance of Dr. McIntosh and Dr. Reuben.

The Study of Women: Implications for Reconstructing the Liberal Arts Disciplines

by Peggy McIntosh
Director of College Programs
Wellesley College Center for Research on Women

Research on women—the study not only of the women we are allowed to call "notable" but of women as half the world's population—poses challenging

questions for scholars and teachers in each of the academic disciplines. As we come to see the comparative absence of women's experience from the account of reality which is passed on to students by our present curriculum, we may ask two clarifying questions which will help us, as scholars, to fill in the overlooked record of the "other" half of the human race. First: What is the basic content and methodology of my discipline? and second: How would my discipline need to change in order to reflect the fact that women are half the world's population?

The initial answers vary from discipline to discipline and thus appear at first to reinforce our sense of the differences between disciplines. But in the end, the answers lead us to perceive that some of the boundaries between disciplines result from the same compartmentalizing tendency which kept women's experience from being construed as a part of social reality in the first place. Therefore, research on women has come to pose a challenge not only to the epistomological ground rules within disciplines but to the very distancing between disciplines which our present modes of finding and passing on knowledge enforce and reinforce.

The traditional curriculum has stressed the public sphere: laws, wars, cultural change, public events, individual accomplishment, and the activites of "the makers and shapers of civilization," or of those who survived fairly well within cultural systems. But society has been held together by groups of people who are not distinguished by public achievement, public power, or recognized cultural innovation, but who weave and maintain the social fabric, living out of the limelight except in times of violence and social disruption. Some of the valuable work that such people have done has been the taking care of people and systems, and the maintaining of production and reproduction. Many have barely survived; some have prospered; all have lived within worlds we have been taught to overlook, those "lower worlds" including that of the "women's sphere." The richness and complexity of their lives, the facts about their existence, "achievement," and "genius" have yet to be recognized within our academic disciplines.

If we balanced the curriculum, we would diminish the emphasis on those who attained power, "importance," or "excellence" as we have been taught to define them, and increase the attention given to those men and women previously invisible in the curriculum whose lives are equally important, interesting, and revealing for us to study, if we are claiming to "know" about human life and history.

If transformed, the field of religion would become less centered on theology and public religious institutions and would cover the *effects* of religious belief or observance on the daily lives of ordinary people. Intellectual history would balance attention to the thought of recognized individuals and "movements" with the study of platitudes, truisms, and the givens which most people live by most of the time, and which may not have the "intellectual purity" of the thought of the individuals who we are told shaped history. History itself, if it reflected the fact that women are half the world's population, would concern itself less with laws and wars and more with the social fabric of most people's lives. A course called "History of France" which omitted women would have to change its name. Historians would attempt to answer more questions like "What was it like to live, to be a human being, in given ages of the world's history, and in a variety of statuses and places?" Though women's studies scholars sometimes ask "What was it like for those 'at the bottom'?" they also begin to ask whether what we defined as "top" and "bottom" are in fact representative of the best and the worst in human life, and who wrote those definitions, and whom the definitions serve.

The study of music, art, and architecture are transformed if one studies not only those works which were made for public use, display, or performance and which required the money of buyers or aristocratic or institutional patrons. One starts to study quilts and breadloaf shapes, clothing, pots, and kitchens, and songs and dances which people who had no musical literacy or training took for granted. Architecture becomes less the study of the architect's place in a tradition of designers and more the study of the effects of buildings on those who inhabit them—the effects on daily lives of the dwellings and buildings which help to shape those lives. One looks at the same time for the influence which women did have in shaping—or resisting—their environments, and in bringing about architectural and environmental change.

Economics, changed to reflect the fact that women are half the world's population, would put more emphasis on unpaid labor, but to consider unpaid labor as part of the economic picture would transform economics. In political science, the meaning of "politics" is being extended to cover private relationships which do involve power but which are not often explored by scholars in political science: the politics of neighborhoods, of schools, of families, of classes and races and ethnic and religious groups within institutions, and of those who do not exercise authority. To add the family to the political sphere is both to make women visible and to reconstrue "politics."

A freshman English curriculum reflecting the fact that women have been half of the world's population might give academic credit for the development of skill in written conversation, rather than simply stressing the art of writing monologue, which is a genre derived from the rhetorical patterns of persuasion in which one single leader persuaded a group of listeners of his point of view. Women, like most people we do not often study, have chiefly used language to make connections between people, to elicit information, and to carry on daily work. We might devise ways to give academic credit for the mental pluralism which exists but does not lend itself to the monologue of the expository essay. In literature itself, we need far more descriptive work on writing by women, whatever its genre. How does it happen that the genres most used by women—the journal and letter—are considered sub-literary? Or how does it happen that the thousands of novels by women have so disappeared from accounts of America's literary history?

We move, then, from simple answers to complex answers in addressing the question "How would my discipline need to change in order to reflect the fact that women are half the world's population?" In general, the simple answer involves getting the "women's sphere" added to the subject matter of the discipline. But then the discipline itself is not simply enlarged but also challenged in its essential terminology and methodology by the addition.

The new developments in scholarship and teaching about women call into question Matthew Arnold's

prescription that we study "the best that has been thought and said in the world." Research on women both enlarges the definition of "best" and asks who defined what was best, whom the definitions benefited most, and why the student must be called upon to look "up" rather than "down," *around*, and *within* in being taught about the world. Hierarchies and canon-making in the academy were corollary to hierarchies and canon-making in social life, and so it is no surprise that a thorough study of women also makes visible many men who were not previously featured in the curriculum. In fact, about nine-tenths of the world's population suddenly becomes visible when one takes the emphasis off the public lives of white Western men, who are seen as cultural leaders, and includes those who for reasons of sex, race, class, national, or religious background were defined as lower-caste. One sees that the record of knowledge was not only incomplete but that it was also *incorrect*, and that its errors perpetuated the past balances of power in our society. In the words of Professor Marilyn Schuster of Smith College, "At first, you study women to fill in the gaps. But then you see that the gaps were there for a reason." Our curriculum and our other societal structures were products of the same social and political construction of reality.

The new scholarship on women has unearthed such tremendous amounts of material that this development of new knowledge can probably never, in retrospect, be seen merely as a fad. It promises to widen the account of reality which institutions of higher learning pass on to their students, to broaden or challenge the definitions of the "best that has been thought and said in the world," and to increase students' awareness of the world they live in. The traditional curriculum was designed for the education of white male Western leaders in a time of Western dominance and economic expansion. A revised curriculum would give both our male students (now a minority) and our women a better preparation for a world in which non-Western women of color are the world majority, the life of western dominance and expansion is no longer taken for granted, and caretaking roles assigned previously to women and other lower-caste people will be needed on a global scale for human survival. In our present situation, men and women, though told they have equal access to higher education, sit in courses which day in and day out deliver the message that the "women's sphere" never really existed. Such courses tend to make students male-identified, and contribute to a society in which most people are persuaded that only "men's work" and value systems developed by men really count as valuable.

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Wheaton College

Integrating the Study of Women into the Liberal Arts

With the help of a three-year grant from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE), Wheaton College, a 150-year-old women's liberal arts college, undertook in 1980 a project titled Toward a Balanced Curriculum: Integrating the Study of Women into the Liberal Arts. As its title suggests, this project seeks to integrate the new and growing scholarship about women into Wheaton's core curriculum. Such integration necessarily crosses disciplinary lines and involves faculty, administrators, and students throughout the whole college.

The success of a college-wide curriculum development effort depends in part on the commitment and circumstances of the college, according to Alison Bernstein, program officer at FIPSE. She believes that the college's commitment to women's education, its cohesive liberal arts core curriculum, its relatively small student body of 1,160, and its enthusiastic faculty make Wheaton a promising candidate for a project aimed at curriculum change. Wheaton's strong commitment to integrating the study of women into its curriculum evolved from the decisions of Alice Emerson, president, and Ruth Schmidt, provost, who in fall 1979 attended a conference for women's college presidents held by Patricia Harris, then Secretary of the U.S. Department of Health, Education and Welfare. The conference encouraged Emerson and Schmidt to seek FIPSE funds for their curriculum development project, which had been in the making for several years.

The FIPSE funds sponsor different kinds of activities each year. Accomplishments during the project's first year consisted mainly of self-assessment and faculty education through the use of faculty/student questionnaires, a self-assessment conference, colloquia, and visits by outside scholars. These self-assessment efforts were intended by project planners to provide information, guidelines, and focus to the next two years of the FIPSE grant. As planned, project activities for the 1981-82 academic year will stress actual curriculum revision, while the project's third year will result in a case-study that will be disseminated at the end of the project. The development of a case-study will help Wheaton share its approach to curriculum change with other schools.

This approach to curriculum development rests on the premise that change initiated, developed, and evaluated by faculty members will occur more smoothly and comprehensively than change generated by external sources. Therefore, the FIPSE Project Advisory Committee (PAC), consisting of six faculty members, three students, the provost, project associate, and college librarian, accepts faculty proposals for possible departmental or individual projects, and organizes activities that emphasize faculty participation.

For example, as part of its first year activities, PAC sponsored a self-assessment conference, held in Newport, Rhode Island, in September 1980. The conference, titled "Women in the Curriculum," formally intitiated the FIPSE project by giving faculty, administrators, student leaders, and outside consultants an opportunity to exchange ideas about the relevance of new scholarship about women. Speakers at the conference included Catharine R. Stimpson, professor of English at Douglass College, Rutgers University and founding editor of *Signs: Journal of Women in Culture and Society*; and Patricia Albjerg Graham, former director of the National Institute of Education and now professor of education at Harvard. The speakers introduced participants to the ideas and con-

cerns of scholarship about women, while Schmidt emphasized that only because of such scholarship is a balanced curriculum even a possibility for colleges. Participants' evaluations of this conference indicate that it generated a cooperative spirit among faculty and provided an atmosphere which allowed expression of a wide range of opinions.

About 50 faculty members also chose to attend sessions of an intensive faculty workshop, titled Introduction to New Research About Women, held in January 1981. Before attending the workshop, faculty members were asked to read selected works about women and their relevance to particular fields of study, in order to discuss these works in workshop sessions. In other sessions, speakers led discussions of women in history, political science and philosophy; literature and the arts; natural sciences, mathematics, and psychology; and social science. Participants evaluated the workshop with Wheaton's grading system, and gave it an average grade of A-. Most of the attending faculty members believed the workshop stimulated critical thinking about traditional approaches to scholarship.

College-wide activities such as the workshop and conference helped faculty devise proposals to submit to the FIPSE-PAC. The PAC provides funds for faculty released-time, visiting scholars, speakers, and colloquia. Funded proposals include a two-day visit to Wheaton by Eleanor Leacock of City College of New York, a scholar in the new research on women in anthropology; attendance by two Wheaton historians at a March 1981 Indiana University conference on the use of curricular materials on women in American and European history courses; participation of seven faculty members, Schmidt, and Emerson in a 16-college conference on "Scholars and Women" at the University of Maryland; development of a study on possible methods of curriculum integration by two education professors; a "body image and self concept" survey and study for the physical education department; and an examination of feminist perspectives on Shakespeare and the 16th and early 17th centuries. The PAC also funded a comprehensive proposal of the psychology department. This department plans to develop a list of reference books and a file of materials about women, survey its faculty about areas presently covered in its introductory courses, survey curricula of other colleges that are relevant to introductory psychology or women's studies; and fund a one-week to ten-day meeting of a subcommittee to assemble a packet of teaching materials for psychology instructors.

PAC funds also support research and assessment efforts on the role of women in the history and development of chemistry, music, religion, economics, and English and French literature. A professor in the English department used PAC funds to rent films which reflect women's roles, such as "Jules and Jim," "Persona," and "The Marriage of Maria Braun." "Union Maids," "With Babies and Banners," and "The Life and Times of Rosie the Riveter" were funded for use by the history, economics, and sociology/anthropology departments. PAC sponsorship of a student essay contest on perspectives on women in the liberal arts helped stimulate student interest in Wheaton's curriculum project. Finally, in 1981-82, PAC hopes to invite and sponsor two women's studies scholars to teach and to act as resource people for faculty and students.

The efforts of the PAC eventually will be included in the final case-study of the project. In preparation for the development of this case-study, project administrators have been conducting various kinds of project evaluations during different stages of the project. For example, in 1979-80 project administrators conducted a faculty survey, titled Teaching About Women at Wheaton, designed to examine the extent and type of material on women that appeared in different courses. Because this information reflects course content before the start of the project, the PAC can comparatively measure the actual amount of curriculum change generated by the project. In addition, representative members of individual departments will design and implement their own evaluation procedures. These kinds of quantitative measurements help the PAC avoid making premature value-laden evaluations of the project, according to Bonnie Spanier, project associate. Evaluation of a previously untested curriculum development project can become meaningless, she argues, if the parameters and goals of the evaluation are not specifically determined during each phase of the project. Thus, the PAC's evaluative efforts will focus more attention on quantitative measurement than on students' and faculty members' subjective responses and attitudes. Such reaction will nevertheless be incorporated into the case study to a certain extent. For example, the Women's Information Center planned a faculty-student forum in spring 1981 in an effort to monitor students' attitudes toward the relationship of women's studies to the liberal arts curriculum. Students' degree of familiarity with the FIPSE project, however, lags behind that of faculty members; when students have actually experienced the effects of curriculum revision, their reactions will be more helpful to PAC.

The wide range of PAC activities indicates the comprehensiveness of Wheaton's project. According to Spanier, the effort and amount of study necessary to assimilate the new scholarship about women into a curriculum should not be underestimated. After attending the 1981 Great Lakes Colleges Association's Summer Institute in Women's Studies, "Toward a Feminist Transformation of the Curriculum," Spanier believes that achieving thorough familiarity with scholarship on women is tantamount to studying for a graduate degree. Thus, Wheaton's project will take the first steps toward curriculum revision, but achievement of a completely integrated and balanced curriculum would probably demand time beyond the limits of a three-year grant. Consequently, as one PAC member commented, the project planners seek more than an "add women and stir" approach to curriculum integration; rather, they hope to encourage faculty and student appreciation of the complexity and potential intellectual rewards of unraveling and reassessing a long history of traditional scholarship. *K.M.*

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Old Dominion University

Affirmative Action in the Curriculum

Believing that the concept of affirmative action should extend to the curriculum, Nancy Topping Bazin, director of the Old Dominion University (ODU) Women's Studies Program, has strived for a change in the school's mission statement to reflect this conviction. "If we have a concensus that equality is a good thing," says Bazin, "then the commitment to the philosophical principle of equality should automatically transfer to the curriculum. We should hire people who are experts in women's, black, and third world studies who can integrate their research into the various departments and help other people change their courses."

Bazin would like the university's mission statement to include the commitment to a curriculum that reflects the perspectives of women, minorities, and third world and nonwestern persons. She recognizes that this change may be a long time in coming and concentrates her energies on a three-prong effort. Bazin's current projects include developing more women's studies courses, integrating a multicultural perspective into current women's studies courses, and influencing the curriculum-at-large by working to get women's studies courses accepted on the list of courses that fulfill university and school requirements.

In her first effort, developing more women's studies courses, Bazin has been successful: the number of women's studies courses has risen from six to 37 in three years. The original six courses were designed in 1977-78 with funds from a National Endowment for the Humanities pilot grant. The purpose of the grant was to fund release time for the development of six team-taught, interdisciplinary women's studies courses. Part of the university's commitment to the project was the agreement to hire a director of women's studies and to take over the budget of the program when the grant expired. In 1978 Bazin became the director of ODU's Women's Studies Program, which is sponsored by the School of Arts and Letters. The half-time director also holds a 50 percent associate professor appointment in the English department.

Bazin's second goal is to integrate a multicultural perspective into the women's studies courses. She is a member of a committee using funds from the U.S. Office of Education to review the representation of third world perspectives in the curriculum. Bazin has examined how these viewpoints might be included in her own courses and will speak with faculty members offering women's studies courses in other departments about the necessity for this international perspective in texts, lectures, and classroom discussions.

The third focus of Bazin's current efforts is on the inclusion of women's studies courses in the list of accepted university core courses. She is hopeful that Introduction to Women's Studies will be approved sometime in the future.

Meanwhile Bazin manages the day-to-day operations of the Women's Studies Program. The program offers a 15-hour certificate option, and students may pursue a major in women's studies through the Department of Interdisciplinary Studies. In addition, a master's degree with an emphasis in women's studies is available through the School of Arts and Letters Institute of Humanities.

During the 1980-81 academic year 27 undergraduates pursued women's studies certificates and 461 students enrolled in women's studies courses. The Women's Studies Program offers several of its own courses, which are taught by either Bazin or faculty from other departments. Introduction to Women's Studies, Women in the Military, and Women in the Developing World are examples of courses offered by the program. Additional courses are offered by other departments and cross-listed with women's studies.

Bazin encourages students to begin with the introductory course. It focuses on the research findings, theories, and issues that have emerged from this new interdisciplinary field. Students explore such topics as the domestic and public power of contemporary women and the origins of misogyny and inequality through readings from Sheila Ruth's *Issues in Feminism: A First Course in Women's Studies* and *The Longest War: Sex Differences in Perspective* by Carol Tavris and Carole Offir.

Another women's studies course, Women in the Military, is of special interest to active-duty women or wives of active-duty men stationed in the Norfolk area. The course covers sexuality, women's combat abilities, and sources of stress.

Cross-listed courses include Women and Crime, American Women Artists, and Women's Health: Major Concerns for the 80s. The Women and Crime course, for example, is offered by the criminal justice department and examines the role of women as offenders, victims, and employees of the criminal justice system.

Other activities of ODU's Women's Studies Program are its monthly newsletter and its women's studies series and faculty and graduate student development conferences. The newsletter contains information on various program courses and events as well as opinion pieces by faculty members. The yearly women's studies series is of interest to faculty, students, and the community. During fall 1980 such speakers as author Maya Angelou and musicologist Jeannie Pool gave lectures, and in spring 1981 Rosalind Mitchison, economic historian from the University of Edinburgh, spoke on "1900-1925: The Labour Party's Contribution to the British Feminist Movement." The development conferences have been held twice a year since 1978 and include participants from ODU and other Tidewater schools including the College of William and Mary, Norfolk State University, and Hampton Institute. Conference topics have included how to build a women's studies program and consciousness-raising in the classroom.

Bazin is using a new approach for these programs during the 1981-82 academic year. Two development conferences will be held featuring Sue Lanser from Georgetown University and Irene Brown from the Unversity of Connecticut. Each speaker will present a public lecture the day before the conferences: Brown will discuss feminism and the family, and Lanser will deliver a lecture on "Power and Motherhood: Can the Hand that Rocks the Cradle Rule the World?" Additional public lectures will be presented by black feminist scholar Mary Helen Washington speaking on black women writers in a presentation titled "As American as Jazz and Lynching" and artist May Stephens who will discuss feminist artists. Monthly seminars on the impact of feminist scholarship on the traditional disciplines also will be held. Revolving around Dale Spender's book,

Men Studies Modified, the seminars will cover a different discipline each month. Chapters discuss feminist research in philosophy, sociology, psychology, and history, and faculty members from appropriate departments will lead the seminar sessions. "The seminars will provide participants with a better idea about what is happening in different fields," says Bazin, "as well as opportunities for intellectual exchange."

The seminars are not the only ways in which Bazin encourages faculty to pursue research on women. By attending faculty orientation meetings she can suggest new courses or areas of research to new faculty members. The dean of the School of Arts and Letters regularly sends faculty to her for advice on the new scholarship. National and regional women's studies conferences provide new audiences for scholarly research, according to Bazin. After making presentations at women's studies conferences, ODU faculty have received grants to continue their research on women and have presented their findings at the national meetings of their own disciplines.

By providing faculty members with new research ideas, Bazin recognizes that she is changing both them and the curriculum. But, she says, individual faculty development will not alter the basic focus of the curriculum. This can be achieved only by changing the university's mission statement.

In the past Bazin has had the support of the university president, dean of the School of Arts and Letters, and the University Affirmative Action/Equal Opportunities Committee in recognizing the appropriateness of including a commitment to the philosophical principle of equality in the curriculum in the mission statement. With membership changes in the affirmative action committee, Bazin anticipates that she may be starting over in gaining their acceptance of the need to change the mission statement. "I've learned to be patient," she says. "A lot of positive things have happened on campus, such as programming and administrative support. At the fall university-wide faculty meeting, for example, the first thing the president said to the faculty was, 'no matter what the national policy is, we'll still have affirmative action here.'" *P.B.*

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Montana State University
Seeking Women's Equity Through Curriculum Revision

Seeking to eliminate sex role stereotyping and sex bias from the university curriculum, faculty members at Montana State University (MSU) have been examining instructional materials in order to revise and develop courses integrating the study of women. With funds from the U.S. Office of Education Women's Educational Equity Act (WEEA) Program, 40 faculty members participated in the two-year project which began in 1979.

The MSU WEEA project, Seeking Women's Equity Through Curriculum Revision, had its roots in a 1975 class action discrimination suit which the university lost, says Betty Schmitz, director of the MSU WEEA project. The university reacted seriously to the suit and began to research equity issues.

This research was expanded by the contributions of the MSU faculty working on the WEEA project. According to Schmitz, the 40 faculty participants were chosen on the basis of the quality of their proposed curricular reform projects in their fields and their experience and credentials in curriculum review and development. Schmitz also wanted representatives from each of MSU's seven colleges involved in the project. Faculty working on the two-year project had the option of receiving a stipend or release-time for their involvement, which was primarily during the summer quarters.

During the project's first year the faculty participants attended a three-part seminar series on sex bias in higher education and began review of their own discipline's curriculum materials. The first seminar was led by Myra and David Sadker from American University who discussed six forms of sex bias in the classroom. The Sadkers described these forms as:

- invisibility — underrepresentation of members of certain groups;
- stereotyping — assignment of traditional and rigid roles to members of certain groups;
- unreality — presentation of an unrealistic view of history or experience;
- imbalance/selectivity — presentation of only one interpretation of an issue;
- fragmentation/isolation — separation of issues relating to a certain group from the main body of a text; and
- linguistic bias — reflection of the discriminatory nature of the language.

The other seminars focused on the bias against women in science, and curriculum revision from a women's studies perspective. The participants rated the seminars as being quite useful, says Schmitz. As they learned review techniques to apply to their own discipline's curriculum, they also became aware of sexism and stereotyping in their children's elementary and high school classrooms.

Assisted by the theories and methodologies learned in the seminars, participants analyzed 124 textbooks, eight advising manuals, and various teacher-produced handouts, recruitment brochures, and primary readings. For example, a faculty member in the School of Nursing discovered that nursing texts do not present materials on the expanded role of the nurse, the contributions and roles of men in nursing, or how to overcome the traditional stereotype of the nurse. In a review of eight of the ten anthropology texts published since 1978, a professor noted that while women's position in societies is covered, textbooks omit materials on women's cultural and economic roles, rites of passage, and involvement in religion and politics. The participants concluded that while most textbooks no longer contained linguistic biases, they continued to exclude information on women, women's issues, and sex roles in society.

Based on their findings, the project faculty developed courses incorporating research on women. Each participant met with a panel of consultants and MSU faculty members to review his or her project and receive advice on revisions before field-testing the new materials. During the winter and spring 1981 quarters, approximately 2,000 students enrolled in the new courses focusing on women or the standard courses integrating materials on women or adding new units on women.

Student reaction to the inclusion of women in their courses was mixed. Some students expressed hostility towards the new coursework and gave the instructors and courses low evaluations. This reaction frustrated the faculty participants who also noted hostility from departmental colleagues. On a positive note, the faculty agreed that their project activities sensitized them to issues of sex equity, improved classroom materials and created better courses, provided their students with a greater intellectual impact, and resulted in more research and publication.

In assessing the project, Schmitz lists the development of new courses and the inclusion of scholarship about women in core courses as major achievements. Students now will be aware of women's contributions to Montana from the required History of Montana course. Health and Sex Education, a required course in the Department of Health, Physical Education, and Recreation, includes a new unit on male sex roles which examines characteristics of male sex roles, male parental and breadwinner roles, and sex roles and sexual activity. Business students learn about the "double-binds in dual career couple relationships" in a Business and Society course unit which identifies the stresses that dual-career couples experience and explores how to resolve these stresses.

The new courses and materials will affect the curriculum, says Schmitz, by exposing students to new information and sensitizing other faculty to research about women. During the 1981-82 academic year, WEEA project faculty will conduct open classrooms so that other professors may view how sex bias and sex role stereotyping have been eliminated from the courses. Other project results, according to Schmitz, are that six faculty members have switched their research focus and are becoming specialists on the study of women in their disciplines, and that the history department recently has hired a specialist in women's history.

Additional plans for the project include disseminating training materials on the MSU curriculum reform model to ten institutions in the Northern Rockies and preparing a handbook on the results of these targeted schools' activities. Schmitz is awaiting final notification of MSU's grant from the U.S. Department of Education Fund for the Improvement of Postsecondary Education (FIPSE) to begin work on this outreach effort.

Few schools in the Northern Rockies region have women's studies programs, says Schmitz. MSU itself does not have a women's studies program or department. However, the MSU WEEA project's mission, according to Schmitz, has always been the same as that of women's studies: to generate research on women to include in the core curriculum. Schmitz, who is also acting assistant dean in the School of Letters and Science, anticipates that MSU may develop a women's studies program offering a minor. In the meantime, MSU will continue its work towards achieving sex equity in the curriculum. *P.B.*

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Indiana University-Bloomington
Courses and Research in Women's Studies

In 1973 Indiana University-Bloomington faculty members noted in their proposal for a women's studies program that "to educate young men and women to the notion that what men do...is the only important arena of scholarship and study is to build into both sexes the notion that women are second class citizens." In 1981, eight years after its establishment, the Women's Studies Program continues to strive for the inclusion of women in scholarship. The program has grown from seven to 29 courses, and now offers both an undergraduate certificate and a Ph.D. minor in women's studies.

Women's studies at Indiana University (IU) is a program of the College of Arts and Sciences. A coordinating committee, composed of four faculty members and four students each elected to two-year terms, administers the program with the assistance of the director who manages the day-to-day operations. Jean Robinson, appointed program director in 1980, holds a joint tenure-track appointment with women's studies and the political science department.

The program includes nine of its own courses, four at the undergraduate level and five at the graduate level, plus approximately 20 courses which are offered each semester by other departments and cross-listed with women's studies. The women's studies undergraduate courses are Women in American Society, Women in American Culture, Selected Topics in Women's Studies, Practicum in Women's Studies, and Readings and Research in Women's Studies. The American society and culture courses introduce students to the discipline and its methodological and bibliographical tools through discussions on the roles, images, and history of women in America.

Students in Readings and Research pursue independent projects on topics which are not covered in other courses. Each week students meet with a faculty adviser, chosen by the Women's Studies Program, to discuss their research. Student topics have included images of women in film, mammalian sex roles, and the novels of working-class women. One woman studied Indiana state legislation dealing with shelters for abused women. She surveyed the state legislators for their opinions on such shelters and followed-up the questionnaires with information sheets on domestic violence. As a result of her research in Indianapolis, the student participated in the writing of a bill, which increases the divorce filing fee by five dollars in order to provide communities with funds for centers for domestic violence. Legislators passed the bill on their first vote.

In the women's studies practicum, students also gain experience which relates to the theories taught in class. Open

only to juniors and seniors who have completed 12 hours in women's studies, the practicum also enables students to provide services to women in the community. Several undergraduates have helped conduct surveys for the mental health association on the needs of women in Bloomington. Another student assisted with a special Girl Scout program for poor and minority girls by counseling the students and taking them on field trips to meet women working in non-traditional occupations. In addition to the practicum experiences, the course includes directed readings, writing assignments, and preparation of analytical journals.

Students pursuing the 24-credit women's studies certificate are required to enroll in the American society course and the Topics in Women's Studies seminar, in addition to 18 hours of women's studies courses offered by other departments. The undergraduates can choose from such courses as Black Women in America, Women in World Literature, and Women in Sports: A Historical Perspective. Twenty-one students have earned certificates, and 33 undergraduates are now in the program.

Robinson is especially proud of a new component of the Women's Studies Program: the Ph.D. minor in women's studies. In 1980 the IU Graduate School approved the minor which had been requested by faculty and graduate and undergraduate students. In expressing support for the minor, one faculty member noted that it will help "legitimize" faculty research in the area. Robinson agrees with this and adds that there is great potential for graduate students wishing to combine work in women's studies with a concentration in a traditional discipline.

The Ph.D. minor must include a minimum of nine hours of graduate credit in courses approved by the Women's Studies Program and completion of one of the women's studies contemporary research courses on either the social and behavioral sciences or the humanities. These courses enable students to integrate knowledge from various disciplines with women's studies research. For example, the humanities research course examines women in art, music, and film, and focuses on feminist literary criticism.

Graduate level women's studies courses offered by other departments include Women's Sexual Psychology and Images of Women in Fiction, Methods in the History of the Victorian Family, and Women in Western European Politics. Students earning the minor are not required to complete an examination or thesis, although the Women's Studies Program requests that Ph.D. minor advisers be invited to the oral examinations in the students' major departments.

Faculty from other departments teach all of the graduate and undergraduate courses offered by the IU Women's Studies Program. "Women s studies," says Robinson, "is in an anomalous position in that we have a core curriculum but no faculty of our own to teach it; we emphasize research but have no regular mechanisms for rewarding or critiquing faculty efforts." In addition, Robinson has found that some faculty members do not believe that research and teaching in women's studies are as important as work in other departments. This has caused some untenured faculty members, who are involved in research on women, to feel reluctant about becoming associated with women's studies and worried that their association might affect their chances for promotion and tenure. These untenured faculty members subsequently do twice as much research as other faculty members in order to prove that they also are traditional scholars in their own fields.

According to Robinson, this same situation occurs at other colleges and universities. To combat this problem, says Robinson, "administrators must let department chairpersons know that women's studies is a viable teaching and research area." She observes that the IU administration is exceptionally supportive of women's studies and is beginning a new program in fall 1981 to demonstrate this commitment. Faculty members teaching or pursuing research in women's studies will be asked by Robinson whether or not they would like to receive courtesy appointments in the program. If they are interested, the dean of the college will send letters to the appropriate department chairpersons stating that they have received the appointments and acknowledging the importance of women's studies as a field for research and teaching. The Women's Studies Program will offer these courtesy appointments to approximately 25 faculty members.

In addition, Robinson suggests that a college or university dean could appoint a group of tenured faculty members who conduct research in women's studies to a committee charged with reviewing the tenure files of persons associated with women's studies. When these faculty members are considered for tenure, the committee could examine their records and submit letters of support to the dean and department chairperson. Robinson stresses that the committee would not automatically approve everyone, but would serve as expert reviewers on the quality of an untenured faculty member's research in women's studies.

Robinson believes that faculty research activities in the area of women's studies must continue to be encouraged. "Such activity," she states, "is crucial to addressing the distortion that has occurred due to neglect of the experiences and contributions of women in culture and society." The program also encourages student research through yearly awards for the best scholarly papers written by graduates and undergraduates.

The goals of the IU Women's Studies Program continue to be the development of courses and the encouragement of faculty and student research. In addition, the program offers informal opportunities for members of the campus and Bloomington communities to learn about women's lives and experiences. The program sponsors lectures, brown bag discussions, and films which promote learning and research in women's studies. *P.B.*

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University of Maine at Orono
Women and the Curriculum

Administrators and faculty members at the University of Maine at Orono (UMO) express support and enthusiasm for a new university project aimed at developing a bias-

free curriculum. The project, Women and the Curriculum, already has taken a number of steps towards incorporating new research and perspectives on women into the traditional disciplines.

The project began in fall 1980 when an ad hoc committee of faculty and administrative women gathered to discuss their experiences in women's studies and plan for future activities. The committee wrote a proposal for funding to examine the issues and concerns surrounding the study of women and to assist faculty members in the infusion of materials on women into regular academic programs.

In January 1981 the president of the university approved the proposal and appointed a standing Women and Curriculum Executive Committee. Nancy MacKnight, chairperson of the English department, and JoAnn Fritsche, director of equal opportunity, are the chairperson and vice chairperson, respectively, of the committee which includes four men and four women. They also serve as codirectors of the Women and the Curriculum Project, which received a $20,000 grant from the president.

As the first activity of the pilot project, the codirectors appointed four course evaluation/development teams. Each team consisted of one male and one female faculty member from the same department. The departments and subject areas represented in the project were English/humanities, sociology/social science, educational administration/education, and physics/science. The committee selected the team members on the basis of their expertise and familiarity with women's studies and their departments' receptivity to the project.

During spring 1981 the evaluation teams analyzed the curriculum content, materials, and perspectives of one or two of their departments' courses and wrote recommendations for integrating recent research on women or female perspectives into the courses. For example, the humanities team reviewed two English department courses, Introduction to Language and Literature and Topics in Literature: Erotic Literature. MacKnight, one-half of the humanities team, collected syllabi and spoke with instructors from the multi-section introductory course which defines writing and reading in terms of audience. She looked for material written by women and studied how information about women is included in the course. One of her observations was that the course, which examines best sellers, advertisements, newspapers, and magazines, needs to achieve a better balance between materials on and by men and those on and by women.

MacKnight's humanities team partner taught the erotic literature course which included readings from *The Decameron*, *Fanny Hill*, and *Tropic of Cancer*. During the term, the instructor and class members analyzed how they felt about the readings and subject matter. The instructor noted that there is a difference between the ways in which the authors perceive the readers and the ways in which readers perceive themselves. He also discovered that differences in male and female perspectives caused male authors to write stories following a linear progression and female authors to write about the emotions associated with the present moment. As a result of his analysis, the instructor says he will change his teaching style to recognize that books by women cannot be taught as if they were written by men (Anais Nin cannot be studied in the same manner as Henry Miller) and that an awareness of your own gender is essential.

Two faculty seminars were held in March and April 1981 as the second major activity of the pilot project. The purposes of the seminars, according to MacKnight, were to familiarize faculty members with the study of women and to present an overall view of how the new research on women can be integrated into courses. Evelyn Fox Keller, a biophysicist from the State University of New York at Purchase, presented a public lecture on the direction of research on women in the sciences and answered questions on women in the fields of science at a faculty workshop. Another workshop, conducted by Catharine Stimpson, professor of English at Rutgers University, examined the historical background and context of scholarship on men and women. In a public lecture, Stimpson also defined feminist literary criticism. According to MacKnight, two types of participants attended the seminars: those who were already committed to integrating scholarship on women into the curriculum and those who were curious and wanted to see if they would like it. While both groups responded favorably to the seminars, the latter was startled and excited about the innovations discussed in workshops and lectures, says MacKnight.

In May 1981 the project codirectors conducted a faculty colloquium. The project teams provided interim reports on their activities, and participants discussed their perceptions and questions on the inclusion of women in the curriculum. Elaine Reuben, former director of the National Women's Studies Association, gave an overview of what is being done at other schools and met with small discussion groups.

During the next two years, the project codirectors and Women and the Curriculum committee members will continue to explore the issues surrounding equity in the curriculum. The groups recently initiated weekly lunch sessions open to faculty members, administrators, and students interested in pursuing the subject of research on women. In addition, the project will continue to purchase curriculum resource materials with private donations and funds awarded to the project by the president. These books will be shelved in the appropriate discipline areas throughout the library and will bear a book plate stating that they were purchased as part of the Women and the Curriculum Project.

MacKnight views the library acquisitions as one of the primary focuses of the project for the next two years. Other focuses are continued curriculum development and dissemination of materials, and more faculty development including consultant visits and travel to national meetings dealing with women's materials. Because the project has not yet received outside funding, the codirectors will not expand their present team efforts to other departments but will concentrate on sharing the developed strategies and materials with members of the project departments. Administrative support continues to be strong, says MacKnight, and 58 faculty members have agreed to serve as consultants in their areas of expertise.

One of the facets that has made the project successful, according to MacKnight, is the enthusiasm and receptivity of both faculty and students. While she recognizes that the new research on women can challenge faculty members' knowledge of their own disciplines, she notes that the UMO faculty are not terrified by the new materials but instead are rather intrigued. MacKnight characterizes UMO as a conservative, traditional, and careful institution.

While a women's studies program may be appropriate on some campuses, she believes an integrative approach to including research on women is better for UMO because it does not require funding for a new department or creation of new courses by faculty with heavy courseloads. *P.B.*

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Mankato State University

A Growing Women's Studies Program

In response to the feminist movement in the 1960s, Mankato State University (MSU) began offering women's studies courses in 1970, and a women's studies minor degree program in 1975. By 1981, the program has grown to the point of offering an interdisciplinary major, a women's studies bachelor of arts degree through the College of Social and Behavioral Sciences.

This relatively new Women's Studies Program has had from its inception the goals of correcting inaccurate information about women, especially inaccuracies found in textbooks and courses; integrating correct information about women into the university curriculum; alleviating oppressive sex-role stereotypes; and, finally, using new or reexamined information about women to reassess traditional theoretical and methodological bases of knowledge.

To accomplish these goals, many courses in the MSU Women's Studies Program explore the nature of teaching and learning itself, and the relationship between formal learning and experience. Consequently, many of the women's studies courses require that students keep a written journal that describes their personal learning processes during the semester. In addition, students often have an assigned class partner with whom they meet regularly for out-of-class discussions. Because approximately one-half of the women's studies majors are reentry women, interaction between reentry women and traditional undergraduates adds a positive aspect to the program, according to Carolyn Shrewsbury, chairperson of the Women's Studies Program.

Efforts to fuse formal learning and personal experiences appear elsewhere in the program. For example, while the Sequence A option of the degree program offers a traditional liberal arts approach to women's studies by focusing mainly on course content and providing students with background knowledge about women's issues, Sequence B enhances classroom learning with a practical internship and an integrative paper. Students who opt for Sequence B must devise and complete a contractual learning agreement with the Women's Studies Program. This agreement specifies which women's studies courses will be taken to demonstrate competence in broad areas such as administration, management, policy-making, evaluation, research, counseling, or creative expression. The agreement also gives the student an opportunity to express what kind of internship he or she would prefer. Previous internships, often completed during a summer, have included work at women's centers in Alaska; victim assistance and chemical dependency assistance services; divorce counseling centers; career development centers; and organizations such as the Committee Against Domestic Abuse, Inc., in Mankato; and the National Women's Health Network and the Women's Equity Action League in Washington, D.C. Typically demanding either three months of full-time participation or six months of part-time participation, internships occur after a student's completion of the first 20 hours of the major, and before completion of the last 15 hours of the major. After finishing an internship, students begin work on an integrative paper, which compiles accomplishments from previous coursework and demonstrates the relationship between the students' goals, stated in the learning agreement, and their actual achievements.

The integrative paper, learning agreement, and internship make Sequence B a fairly time-consuming and intensive option. Consequently, Sequence B majors comprise only about one-third of the nearly 50 women's studies majors. Sequence A majors tend to be double majors who want a solid background in women's studies, in addition to their coursework in traditional disciplines.

Despite the different emphases of Sequence A and Sequence B, both options share core course requirements. The three core courses are Women: Self and Others, which explores historical and contemporary perspectives on women as individuals and women in their relationships with others; Perspectives on Women and Change, which examines the extent to which the questioning of sex-role stereotyping can lead to social change; and Ideology and Feminist Thought, which focuses on the concept of ideology by discussing the major issues raised by the feminist movement. Including the core courses, requirements for Sequence A consist of 45 quarter hours, with at least one course in the areas of health science, art, and history. Sequence B requires 50 quarter hours, which include the internship and integrative paper.

In addition to awarding degrees, the Women's Studies Department supports several other activities. For example, it encourages students to complete a "pre-teaching seminar" which enables them to serve as teaching assistants in other MSU women's studies courses. In 1980-81, eight students took advantage of the opportunity to assist in teaching. Students also can participate in the Feminist Organization Regarding Women's Advancement, Roles, and Development (FORWARD). This club requires no membership dues, and functions as a collective with five board members who rotate the chair position. Two of FORWARD's stated goals are "to promote women's studies as an academic discipline" and "to increase community awareness of issues relating to the enhancement of women's status." In 1980-81, FORWARD supported students' attendance at the Great Lakes Women's Studies Association Conference held at MSU April 10-12. The Women's Studies Program Committee offers additional opportunities for student participation. The committee makes decisions on procedural and substantive issues facing the Women's Studies Program, and consists of faculty members who teach women's studies courses, community persons, and students. Each committee member has one vote, so students can truly become a part of the decision-

making process. Other Women's Studies Program activities include a program newsletter, workshops, and sponsorship of speakers.

These kinds of extracurricular activities buttress Shrewsbury's belief that women's studies should remain a separate discipline even if the ideal integration of women's studies into the regular curriculum occurred. The Women's Studies Program hopes to define women's studies, in increasingly sophisticated ways, as a discipline unique enough to warrant its own disciplinary methodology, theories, definitions, and concerns.

Meanwhile, the program continues to expand. In 1981-82 two new courses, Politics of Female Sexual Experience and Seminar on Feminist Perspectives on Leadership, will be offered during the winter term. Shrewsbury anticipates that this kind of curricular growth will continue as the Women's Studies Program Committee gains more experience each year. *K.M.*

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Guilford College

A Humanistic Approach to Women's Studies

In keeping with the Quaker tradition of educational egalitarianism, administrators of Quaker-affiliated Guilford College have been promoting and encouraging integration of material about women into the liberal arts curriculum for the past eight years. Efforts toward such integration have come mainly from the Faculty Development Committee, which works from the premise that curriculum development evolves from faculty interest, according to Carol Stoneburner, director of faculty development and coordinator of women's studies. Consequently, the committee uses a small allotment of Guilford funds to sponsor outside speakers, discussion groups, films, and retreats in order to provide faculty members with opportunities for "intellectual consciousness raising."

This "consciousness raising" does not take specifically feminist forms, notes Stoneburner. Instead, the committee emphasizes philosophically humanistic reasons for an integrated curriculum. By using a humanistic rather than feminist vocabulary in its curriculum development efforts, the committee has incorporated the issue of a balanced curriculum into a framework of traditional Quaker values that stress the importance of equality between humans, has reduced the risk of letting curriculum integration become specifically a "women's issue," and has encouraged faculty members to take an interdiscipinary approach to curriculum development. This humanistic interest in achieving curriculum integration will remain a part of the college's policy indefinitely, says Stoneburner.

After eight years of sponsoring activities that promote faculty awareness of currriculum gaps, Stoneburner claims that such activities do indeed generate curriculum change. For example, every year Guilford now offers a course titled Images of American Women. This course examines the life patterns of American women during the 19th and 20th centuries, and explores the accuracy of descriptions, images, and ideas about women which were prevalent during different eras. Women in Classics in Translation, also offered every year, focuses on the images and experiences of women presented in classical Greek and Roman texts. Other courses, offered periodically, include Women in Literature, Women in Sociology, and Women in Political Science. One previously offered course, Psychology of Men and Women, looked comprehensively and comparatively at men and women with its discussion of the causes of sex roles, current alternatives in life styles, and possibilities for sex role changes in the future. This course resulted from cooperative work and discussions by psychology department members, who have continued their participation in the college's activities to promote faculty interest in curriculum integration.

Such activities during 1980-81 included a faculty study group on human sexuality. This group met for a two-day retreat during which members watched and discussed five films about human sexuality. Prepared for religious groups by the Multimedia Resources Center in San Francisco, these films helped faculty members explore their own values and feelings about sexuality. These explorations subsequently left the participants feeling more confident and comfortable with discussions of human intimacy and sexual mores, discussions which could arise in pertinent classes.

Further discussions of human sexual roles occurred when Dorothy Dinnerstein, a Freudian psychologist from Rutgers University and author of *The Mermaid and the Minotaur*, visited campus in October 1980. She spoke with approximately 20 faculty members about her theories of child-rearing patterns, in which she posits that children's conception of masculinity and femininity are distorted by a lack of male intimacy during infancy.

Another campus visitor, Alice Hoffman, professor of history, Pennsylvania State University, acted as a consultant on labor history for the college's history and management departments. She will also help plan the college's February 1982 conference on women and work. Open to students, faculty, and the general public, this conference will present speakers on topics relating to women and work from an intercultural perspective. Topics include perspectives on women and work in China, South Africa, Muslim countries, and South America. The speakers on South America will include two Guilford faculty members. One is researching the effects of nutrition patterns on women in Guatemala, and one is studying women and jobs in Columbia.

These types of conferences, retreats, and visits from speakers can lead to faculty members' initiating curriculum revisions; but, according to Stoneburner, sustained and informal discussion of specific topics seem the most useful to faculty members. For example, many faculty members found that they benefited the most from Guilford's 1977-78 faculty study group on *The Underside of History: A View of Women Through Time*, by Eloise Boulding. Because Boulding approaches her macrohistory with an emphasis

on new and appropriate human, rather than male or female, social roles, her book provides good reference material for Guilford faculty, says Stoneburner. Stoneburner also notes that faculty study groups on a particular book or issue, such as women's autobiographies, tend to spark faculty interest in women's studies more than visiting speakers do. Stoneburner believes that continuous study groups achieve more than presentations because frequent discussion can make abstract issues more concrete and immediate for participants.

In fact, several faculty members are now engaged in concrete research projects related to women or human sexuality. One project, the development of a resource book titled *Profile: Women in Greensboro 1990* is used by local city planners. Other projects include research on the psychological relevance of maiden and changed last names, on a possible correlation between gender and the frequency of smiling, on sexual habits during the Middle Ages, on the idea of "female intuition" and its applicability to chemistry as a discipline, on attitudes toward "shopgirls" in the 19th century, and on the noted preference of female doctors toward group rather than private practice. In addition, the sociology and religious studies departments have been compiling information on the history of Quaker women.

All of these projects indicate the willingness of Guilford faculty members to participate in an effort toward curriculum revision, according to Stoneburner. She comments that for a small college such as Guilford, with little money targeted toward curriculum change, the best approach has been the promotion of faculty discussion about specific areas for potential change in the existing curriculum.

K.M.

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The University of North Carolina At Chapel Hill

Interdisciplinary Program in Women's Studies

The Women's Studies Program at the University of North Carolina at Chapel Hill (UNC-CH) has become a women's network center for the campus, town, state, and country, according to Mary Turner Lane, director of the program. Similar to many women's studies directors across the country, Lane finds herself in the position of information manager to student groups planning programs on women's issues, undergraduates and graduates exploring such concerns as dissertation topics that focus on women and the treatment of women in various careers, public and private agencies and the media researching women's studies, and college and university administrators hoping to establish their own programs.

While Lane recognizes that her office will continue to serve people needing information on women's issues, she also views the four-year-old program as an academically and politically established part of the university. The program has proven its academic credibility, she says, through its courses, faculty, and guest speakers.

The UNC-CH Women's Studies Program was established in 1976 following a year-and-a-half long study by the Ad Hoc Committee on Women's Studies. The committee was appointed by the chancellor following a resolution by the Faculty Council to investigate the desirability of establishing an interdisciplinary curriculum in women's studies. The resolution itself followed a students' petition which stated that their education lacked women's history and that the information on women that was available was mostly biased and inaccurate. During 1974 and 1975 the committee divided into three subcommittees to gather materials on the administration and organization of women's studies programs elsewhere, other UNC-CH interdisciplinary programs, and recent and current UNC-CH courses focusing on women. As a result of the group's research and recommendations, the university established a major in women's studies within the BA degree requirements for interdisciplinary studies and organized the Office of Women's Studies. The women's studies major, according to the program description, "is designed to enable students to explore factors influencing the experiences of women in the past and present as well as to study various interpretations related to the origins of and changes in sex roles."

The UNC-CH Bachelor of Arts degree in interdisciplinary studies must include, in addition to the General College requirements, an eight course interdisciplinary core, including at least four courses from one department; three elective courses from each of the three divisions of Arts and Sciences (Humanities and Fine Arts, Social Sciences, and Natural Sciences); and three electives from any department. In the women's studies option students are required to take Introduction to Women's Studies as part of their interdisciplinary core. According to Lane, few students have earned the interdisciplinary women's studies degree.

Part of the reason for few women's studies majors, says Lane, is that UNC-CH does not allow students opting for an Interdisciplinary Studies degree to earn a second major. "Women's studies is such a new major that women do not find it easy to select as a major," she says. Lane notes that many women take a core of women's studies courses to enhance their majors in journalism, English, psychology, or political science. She believes that women's studies is relevant training for persons interested in careers such as government and communications which require sensitivity to women's issues, as well as for the male or female premed or English major who needs to understand the background of the change in women's roles in the 20th century and be better prepared to deal with it.

Introduction to Women's Studies, the one course required of women's studies majors, also is chosen by students interested in learning more about the discipline. When the course first was being designed, the women's studies office invited every faculty member who had ever taught anything about women and all interested students to discuss what should be in the introductory and interdisciplinary course. The students asked for a course that would help them learn to defend women's issues with organized research-based arguments. The introductory course focuses on several interdisciplinary themes and in-

cludes lectures by faculty from a variety of departments. The questions explored in the course are is anatomy destiny, how do we learn to be male or female, why are there so few famous women artists, and what are the cultural images of women? During the spring 1981 semester, for example, 75 students enrolled in the course and heard lectures by an anthropology professor on the socialization of males and females in rural Ireland, a religion professor on the idea of matriarchy, and a history professor on women in revolt.

In addition to the introductory course, at least eight departments have courses cross-listed with the Women's Studies Program, twelve departments offer courses focusing on women which are not cross-listed, and two departments have courses with a partial focus on women. The cross-listed courses include Women in Europe and Women in American History offered by the history department, Reproductive Physiology and Conceptive Control cross-listed with the School of Public Health Department of Maternal and Child Health, and the psychology department's Contemporary Sex Roles Course. Women in American History is a popular women's studies course, says Lane, and attracted 84 students during the spring 1981 semester. The course examines the changing roles and activities of women since the first colonial settlements by focusing on family, employment, images and self-images of women, and the women's rights movement.

Students, as well as faculty members and the Chapel Hill community, also may explore women's studies through the office's lecture program and the Women's Studies Research Seminar Series. In 1981 the lecture series included the classes taught by the guest lecturers in Introduction to Women's Studies, which were open to the campus and community. The guest lecture topics included the dual-career marriage and the issues and laws affecting women.

The research seminar series is offered jointly by the women's studies office and the UNC-CH Institute for Research in the Social Sciences. The monthly seminars are open to the public and conducted by faculty whose research has focused on women. The seminars, according to Lane, stimulate interest in women's studies research and encourage interdisciplinary exchange. During the 1980-81 academic year faculty members conducted seminars on topics ranging from "Androgeny, Peers, and Adolescent Decision-Making About Occupations" to "Counseling the Companions of Women Having Abortions: The Relationship with Post Abortion Contraceptive Attitude and Behavior."

Because Lane views the entire Women's Studies Program as academically sound, she is especially encouraged by the administrative support of women's studies. Officials are pleased that so many students find women's studies courses appealing and have not pressured the program to enroll more majors, says Lane. The enrollment in cross-listed women's studies courses reached over 400 during the spring 1981 semester. The College of Arts and Sciences is also demonstrating its support of the program by ranking the half-time director position at the associate professor, professor, or chairperson level, according to Lane, who will return full-time to the School of Education in fall 1982 after a five-year appointment as the women's studies director.

Despite administrative support of the Women's Studies Program, the majority of faculty members have not moved in the direction of integrating the study of women into the general curriculum, says Lane. There was little response last year when the dean of the College of Arts and Sciences offered course development money for faculty to redesign traditional courses to include women and minorities. "Women's studies is still a compensatory program," says Lane. "There is so much new research growing out of the disciplines that many courses will stay separate and continue to focus on women. The Women's Studies Program has enhanced other departments' offerings by assuring support of courses on women which present the newest research findings."

Lane notes that many of the undergraduates arrive at UNC-CH from very traditional high schools and with little knowledge of women's concerns. They ask questions and examine issues and find that they have no substantive knowledge of women's studies. By understanding the history and social mores of the UNC-CH campus (she has taught at the school since 1954) Lane has been able to establish a program that meets the needs of the North Carolina natives.

"This program is here to stay," she says, "but, like others, it needs to rethink its topics and titles so that we can attract more men into the program. I am greatly concerned that while women are growing in their sense of self, men are not growing in their understanding of women and themselves. As women grow out of rigid sex roles both men and women need to gain an understanding of the other segment of society. I want to free both men and women."

When Lane returns to the School of Education she will not forego her work in women's issues. "Part of my work in education is with teachers," she says, "and the school curriculum must be designed for little boys *and* girls."

P.B.

For more information, contact:
Mary Turner Lane, Director
Women's Studies Program
The University of North Carolina at Chapel Hill
306 Steele Building 050A
Chapel Hill, NC 27514
(919) 966-5110 or 966-3291

Additional Programs

University of Arizona, Tucson, AZ 85721

Extended Teacher Institute for Women's Studies in Literature — With funds from the National Endowment for the Humanities, the University of Arizona is sponsoring a project to introduce 50 secondary teachers of English to the new research on women authors and images of women in literature. During summer 1981 the participants, from Arizona, New Mexico, Utah, and Colorado, attended a three-week institute at the university. Each secondary teacher enrolled in Women and Literature, a two-hour graduate course which explored the treatment of women in literature from ancient times to the Renaissance, as well as the relationship between women and creativity, and Revising the Curriculum, a two-hour graduate seminar during which students critiqued textbooks, developed curricular materials, and learned strategies for integrating the new materials. In addition, each participant enrolled in either Images of Women in the Literature of the Southwest or Images of Women in Adolescent Literature. The former course focused on women in Native- and Mexican-American literature and included readings translated from the oral tradition of the cultures

and contemporary fiction and poetry. The Adolescent Literature course examined books frequently chosen by young people for leisure-time reading and the sex-role attitudes presented in these books. During the 1981-82 academic year participants will test the units they developed and keep a journal of their experiences. In summer 1982 the teachers will return to the university campus to share experiences and discuss the evaluations of their units, which will be evaluated during the school year through site visits by the project director. Participants have designed units centering on such topics as mothers, women in war, and marriages. The 1981 workshop is not the university's first teacher institute. In summer 1979, for example, 63 elementary and secondary teachers participated in a one-week institute aimed at increasing awareness of sex-role stereotyping in the traditional curriculum and developing non-sexist materials for the classroom. Units designed during this workshop include a high school English class session revolving around the film "The Salt of the Earth" and its presentation of sex roles in the Mexican-American culture and an eighth grade course which asks why women and minorities are not included in the course's textbook of short biographies. *P.B.*

Mary Lynn Hamilton, Institute Coordinator

Denison University, Granville, OH 43023

The Relationship Between Minority and Women's Studies — As part of their general education requirements, students at Denison University must complete a course which explores the nature and effects of discrimination against women and/or minorities. The requirement was instituted in 1978 soon after a series of discussions between faculty members teaching black studies and those involved with women's studies succeeded in breaking down communication barriers that previously had existed between the two groups. Each recognized that there were similarities in the programs and were able to discard old stereotypes about each other. At the same time, tensions on campus existed between white and black students and male and female students, according to Ann Fitzgerald, assistant professor of women's studies and English and assistant dean of the college. The faculty groups, working with the formal governing bodies of the college, recommended the requirement of a course which would enhance student understanding of the effects of discrimination in the contemporary United States. Students are able to complete a wide range of courses which satisfy the requirement. These include A History of Blacks in America, The Harlem Renaissance, The Narrative and Poetry of Black America, Philosophy of Feminism, Women in Literature, and Women in the Labor Force. In addition, the interdepartmental introductory women's studies course fulfills this requirement. The topics in this survey course are selected from social sciences, life sciences, humanities, and fine arts. The focus of the course changes each semester, says Fitzgerald, who teaches the course. In fall 1981 the course will examine the history of women's studies at Denison, and students will research primary sources in order to prepare materials on the ten-year-old program for the university archives. Beginning with the 1981-82 academic year, students will be able to earn a minor in women's studies. Recognizing the close relationships between the discrimination of women and that of other minorities, the program requires students to take two courses in black studies or Latin American studies. "Students must learn that they are not going to discover the full impact of discrimination if they look at just white, middle-class women," says Fitzgerald. "Racism and sexism are linked, and there is a historical relationship between abolition and suffrage and the civil rights movement and the women's movement." Because some of the courses, such as Women in Developing Societies, do not deal with women in the United States, they will not satisfy the minority and women's studies general education requirement. Administrators of the black studies program also are considering adding a women's studies requirement to their major and minor degree programs. *P.B.*

Ann Fitzgerald, Assistant Professor of Women's Studies and English and Assistant Dean of the College

University of Denver, Denver, CO 80208

Women: Ideas of the Feminine — **The University of Denver Women's Resource Center, the Colorado Women's Studies Association, and the Colorado Committee for Women's History have organized with the support of the Colorado Humanities Program a statewide symposium series for Colorado communities titled "Women: Ideas of the Feminine." The purpose of the series is to establish dialogue between Colorado university, college, and high school humanities scholars and out-of-school adults in ethnically and geographically diverse communities by addressing issues that reflect the changing roles of** women. Sponsors of the series hope that such a dialogue will enhance the learning experiences of both the scholars and the community members. The humanities scholars, who act as panelists of the symposium series, have been touring the state, and will continue to do so until the last symposium in November. The series began during Women's History Week at the Colorado Heritage Center in Denver, March 8-14, 1981. "What is Women's History?" was the title of the first symposium, which compared historic and contemporary women's lives and examined the necessity for a distinct history of women which often must include "private" rather than "public" documents. This concern with the importance of private documents appears in each symposium. In fact, participants are asked to bring to the sessions a private document or "artifact," such as diaries, family genealogies, poetry, photographs, or art work. These documents or artifacts then provide a springboard for discussion between the panelists and community members. The other four touring symposia explore stereotypes of women, women's work, women's art and literature, and women's culture. For example, the symposium titled "Images of Women: What we see and what we are" examines descriptions of women in traditional humanities documents and reveals discrepancies between how women see themselves and how others describe them. Panelists discuss their areas of expertise: images of Black, Anglo, Native American or Hispanic women. The symposium "Women: Work and Family" emphasizes that women have always worked, whether inside or outside the home, but that this work has been valued differently during different eras and in different cultures. Topics include the tension created by the demands of different roles for women, the female life cycle, and the specific impact of mining in the work and family lives of women in Cripple Creek, Colorado. Women's contributions to the arts are discussed in "Women in the Arts and Literature." This symposium uses Virginia Woolf's description in *A Room of One's Own* of a hypothetical life of Shakespeare's sister to explain how creative lives can be "gender-bound." Topics include new research on women composers, concerns of feminist theatre, women's historical access to artistic institutions, and Adrienne Rich's poetry. New scholarship about women has generated the question of the fourth symposium, "What is Women's Culture?" This symposium examines the notion of a common culture shared by women, and questions whether or not such a culture would cross class, ethnic, racial and national boundaries. Approaches to this topic include a slide show on women in developing countries, discussion of women folk artists in Native American communities, and consideration of cross-cultural issues. *K.M.*

Jodi Wetzel, Director

Georgia State University, Atlanta, GA 30303

"A Fabric of Our Own Making": Southern Scholars on Women — With funds from the U.S. Department of Education Women's Educational Equity Act (WEEA) Program, Georgia State University sponsored a conference in March 1981 designed to bring together scholars presenting their research on women and participants interested in learning about this new area of scholarship and strategies for altering the traditional curriculum. Prior to the conference the project codirectors surveyed a random selection of higher education institutions in the 11-state southern region from Texas to Virginia to ascertain which areas of the curriculum failed to include materials about women. As a result of their findings, the codirectors issued a call to researchers in all disciplines for papers in any of four topics: psychomotor development, socialization, societal roles, and politics, law, and society. They were interested in receiving papers which examined sources of oppression in women's lives, critiqued disciplines, and advanced theoretical development. In addition, a call for women's artwork to be displayed at the conference was issued. Charlotte McClure, project codirector, says that the art exhibit, together with literature readings, music, and films, "provided a holistic view of the contributions of women." Two hundred and fifty participants attended the conference, which was held in conjunction with the Southeastern Women's Studies Association annual meeting. Catherine Stimpson from Rutgers University and Jewel Prestage from Southern University presented the keynote addresses. Stimpson reviewed the stages through which the scholarship on women has moved, noting that the increased research about women is a social and political movement as well as an academic movement. As she traced the historical milieu that has determined the educational policy towards women, Prestage stressed that there must be a demand from the citizenry before public policy can be changed. Over 100 papers were presented at panel discussions which focused on such topics as the role of women in the past and present art world and the barriers

for women in mathematics. For example, in a panel on the effect of Darwin's theory of evolution on women's status, professors of biology and French discussed the way in which Darwin's use of language illustrates his biases and acceptance of the Victorian image of women, and a history professor spoke on Antoinette Brown Black, a feminist contemporary of Darwin's who had challenged his theories. Another panel addressed how differences in boys' and girls' experiences affect their total body and mind development. The codirectors are preparing a compilation of some of the conference papers for distribution by the Education Development Center in Newton, Massachusetts, a WEEA subcontractor. The book also will contain disciplinary and interdisciplinary bibliographies. Says McClure, "With wide dissemination of this book we hope to overcome the claim of some faculty that they do not know of scholarship on women and where it can be found." *P.B.*

Charlotte McClure and Diane Fowlkes, Project Codirectors

Organization of American Historians, Bloomington, IN 47401

Integrating Women into the Basic History Curriculum — Four groups of faculty members from colleges and universities across the country currently are revising curriculum packets designed to help instructors integrate materials on women into United States and Western Civilization history survey courses. Under the sponsorship of the Organization of American Historians, each group assumed responsibility for one semester of the two-semester courses. The project is funded by the U.S Department of Education Fund for the Improvement of Postsecondary Education (FIPSE) and directed by Betsy Fox-Genovese, professor of history at the State University of New York at Binghamton. After being selected by Fox-Genovese for their expertise in American or European history, the faculty participants began work on the curriculum materials in fall 1979. The packets contain course outlines for each week of the semester, bibliographic essays, suggestions for student texts and faculty background reading, recommended lecture topics, and materials on how to integrate research on women into the course. During the preparation period, Fox-Genovese and the deputy project director selected target institutions to field-test the packets. The institutions ranged from two-year colleges and private high schools to research universities and liberal arts colleges. After attending a March 1980 conference to discuss the packets, the target institutions began integrating the materials into their survey course. Participants attended a follow-up conference in March 1981 to discuss the impact of the new materials on their classes and to offer suggestions for further revisions. The target institutions were enthusiastic about the packets and pleased that the inclusion of information on women in their courses is possible. They also requested help in finding appropriate student textbooks; as these currently do not exist, the project group is planning, in the next two years, to write four student readers to accompany the curriculum packets. The project has sponsored workshops to disseminate the materials, and regional associations have conducted their own conferences using the packets as their main focus. For example, The Associated Colleges of the Midwest will sponsor three workshops in 1982 to distribute and discuss the curriculum materials. Persons interested in ordering copies of the packets should contact D'Ann Campbell, Dean of Women's Affairs, Office of Women's Affairs, Memorial Hall East Wing, Indiana University, Bloomington, IN 47401. *P.B.*

Betsy Fox-Genovese, Project Director and Professor of History, State University of New York at Binghamton

St. Mary's College, Notre Dame, IN 46556

Women in the Year 2000 — As part of a college-wide general curriculum development effort, St. Mary's College, a Catholic liberal arts college for women, offers a series of colloquia under the rubric "Women in the Year 2000." Supported by the Lilly Endowment, this program seeks to develop new ways of thinking about specific disciplines and to encourage faculty members to fit their core curriculum courses to the new needs of women. These new needs have developed, program administrators believe, from the increasing decision-making and social responsibilities women will have as we approach the year 2000. According to Eva Hooker, associate dean of faculty, the colloquia address questions not about what the college wants the students to know, but rather about what kinds of thinking skills women will need in the future. The colloquia, open to faculty, students, and the St. Mary's community, are led by outside speakers. In 1980-81, the first year of the two-year colloquia series, Penny Gill, professor of political science, Mt. Holyoke College, led discussions on women and work. In August 1981 Sheldon Rothblatt, professor of history, University of California, Berkeley, spoke about the history of liberal arts in general. Programs planned for 1981-82 include an April conference titled "The Muses, the Arts and Other Ancient Sisters." This three-day conference will "celebrate women's education and the arts," according to Hooker, by discussing topics such as women in mythology, business, history, psychology, theology, and the church. The conference will also present an exhibition of artwork by Margo Hoff, a New York artist, and photography by women. In December 1981, Elizabeth Minnich, dean of The Union for Experimenting Colleges and Universities and Union's Graduate School East, will speak with faculty members about integration of women into the curriculum. Program planners also hope to offer a colloquium on women's past and present power avenues. "Women in the Year 2000" has aided the development of several new or revised courses. To develop courses, faculty members received released-time and summer grants from the Lilly Endowment. The new courses, which contain significant components about women, include Religious World Justice and the Church, Political Obligation and Civic Virtue, Sex Differences in Elementary School Reading and Achievement, Social Psychology, Women in Philosophy, Portraits of Women, The Role of Women in American History, Women's Health, and Women and Mathematics. Courses revised to include material about women are Human Physiology; Photography I, II, and III; and Introductory Biology, which offers an interdisciplinary component on bioethics and women. *K.M.*

Eva Hooker, Associate Dean of Faculty

Wellesley College, Wellesley, MA 02181

Faculty Development Program at the Center for Research on Women — Over the past four years, the Center for Research on Women has awarded 36 grants to faculty members in 17 colleges and universities in the New England area. Each grant recipient received up to one-half year's paid leave to do research on women which would lead to a balancing of views of men and women in undergraduate courses. The faculty members who received the awards teach in 15 different academic fields. Each year's group of grantees met monthly in an inter-disciplinary seminar to discuss work in progress and to consider themes related to curriculum change. E.g., in 1979-80 the two thematic questions for each faculty member were: "What is the basic content and methodology of my discipline?" and "How would my discipline need to change in order to reflect the fact that women are half the world's population?" The grant program, funded by the Andrew W. Mellon Foundation, resulted in many written works of scholarship, awards, and public presentations, but its primary aims, also fulfilled, were the production of new syllabi, new knowledge, a new kind of teaching, new perspectives on the old curriculum, and a new understanding of how broad our reconstructed base of knowledge could be. The grant selection committee, a panel composed of nine faculty and administrators from five New England institutions, had two chief criteria in mind when evaluating applications: the intellectual liveliness and soundness of the proposal and the likelihood that the applicant's work would actually lead to curriculum change. *P.M.*

Peggy McIntosh, Director, Faculty Development Program

Wichita State University, Wichita, KS 67208

Women's Studies Forums — The Center for Women's Studies at Wichita State University sponsors a yearly forum series open to students, faculty members, and the community. The forums serve several purposes, according to Lee Starkel, graduate assistant at the center. They educate people about those things in society which affect women, and act as a bridge between the community and the university. The forums also provide an additional outlet for presentation of faculty research. Approximately half of the speakers are faculty members and half are persons involved in the community; this distribution mirrors that of the audience. Topics covered in the spring 1981 series included women, alcohol and drug addiction; the disabled woman's double handicap; definitions of feminism; and Hispanic women in American culture. The forums are very successful, according to Starkel, who notes that attendance ranges from 20 to 60 people at the lunchtime series. Starkel attributes the program's popularity to the center's advertisement of the series on campus and in local newspapers and to its status as the only topically-oriented forum series at the university. In fall 1981 the center will present nine forums. The first three will examine women and spirituality, women and self-defense, and women and athletics. The remaining six forums, titled Cutting Women out of the Budget, focus on how federal budgets affect women's lives. The themes of the individual forums are the effects

of federal budget cuts on Planned Parenthood services, women in education, older women, women in crisis, women in the work force, and child care services.

Lee Starkel, Graduate Assistant, Center for Women's Studies

RESOURCES

Beck, Evelyn Torton and Sherman, Julia A., eds. *The Prisms of Sex: Essays in the Sociology of Knowledge*. Madison, WI: The University of Wisconsin, 1979.

The essays included in this volume were first presented at a 1977 conference titled "Prism of Sex: Toward an Equitable Pursuit of Knowledge." According to sociologist Jessie Bernard "prism of sex" suggests that "knowledge about a world seen through one sex may not be the same as knowledge about a world seen through the eyes of the other." The essayists respond to the editors' question "what (would) our fields of knowledge now be like if women had been present in numbers and positions equal to men?" For example, in "Clio's American Daughters: Male History, Female Reality," Nancy Schrom Dye suggests that a new history which examines both public and private lives would ask questions about the nature and uses of power and about the female culture shaped by women's places in American society. Other essays explore similar themes in the fields of literature, psychology, sociology, philosophy, and political science.

Feminist Periodicals: A Current Listing of Contents.

Published bimonthly by the women's studies librarian-at-large in the University of Wisconsin system, this listing aims at creating public awareness of feminist periodicals. Journal listings provide information on the frequency of publication, subscription prices, editor and address, and the periodical's purpose and focus. Each issue includes the table of contents page from current issues of major feminist journals. Available free from Linda Parker, Women's Studies Librarian-at-Large, 112A Memorial Library, 728 State St., Madison, WI 53706. (608) 263-5754.

The Feminist Press, Box 334, Old Westbury, NY 11568 (516) 997-7660.

The Feminist Press, now in its eleventh year, publishes books of interest to individuals, researchers, and curriculum planners on the topic of women's studies. The 1981-82 catalogue divides the Press titles into such subject areas as feminist classics, medicine and health, women's studies teaching materials, and children's picture books. Of special interest are the volumes *Female Studies VI, VII, IX*, and *X*. These volumes focus on language and literature as taught in women's studies courses, disciplinary and interdisciplinary courses, the impact of women's studies on the foreign language curriculum, and the writings of women's studies students. (Earlier volumes of *Female Studies* are available from KNOW, Inc., P.O. Box 10197, Pittsburgh, PA 15232.) Other titles by the Feminist Press are *Women's Lives/Women's Work*, a twelve-volume series on the reality of women's lives from the beginning of American history to the present; *Antoinette Brown Blackwell*, a biography by Elizabeth Cazden; and *The Living Is Easy* by Dorothy West, a novel originally published during the 1940s. The Feminist Press also publishes the *Women's Studies Quarterly* (described below).

Feminist Studies.

The editors of *Feminist Studies* report that they are "committed to providing a forum for feminist analysis, debate, and exchange." Each issue contains historical and critical articles, poetry, artwork, and reports from the women's movement. Subscription rates for the three-times-a-year journal are $12 for individuals and $20 for institutions. Claire G. Moses, Managing Editor, Women's Studies Program, University of Maryland, College Park, MD 20742.

Frontiers: A Journal of Women's Studies.

Frontiers' purpose is to "publish a journal which bridges the gap between university and community women; (and) to find a balance between academic and popular views on issues common to women." Each issue features articles, book reviews, poetry, and short fiction, and relates to a theme such as women's oral history, mothers and daughters, and lesbian history. The first issues of volume 5 and volume 6 include proceedings from the NWSA first and second conferences, respectively. Issued three times a year, individual subscriptions are available for $11 (institutional rate—$18) from Kathi George, Managing Editor, *Frontiers*, Women's Studies Program, University of Colorado, Boulder, CO 80309.

Hinding, Andrea, ed. *Women's History Sources: A Guide to Archives and Manuscript Collections in the United States*. New York: R. R. Bower Company, 1979.

This two volume set provides descriptions of more than 18,000 archival collections in the United States containing primary source information relevant to women. Entries include descriptions of documents and access information to the collection, entries range from the correspondence and diaries of unknown women to the journals of the sisters, mothers, and wives of famous men and the working drafts of contemporary women writers to the writings of famous women in American history.

Howe, Florence and Lauter, Paul. *The Impact of Women's Studies on the Campus and the Disciplines*. Women's Studies Monograph Series. Washington, D.C.: National Institute of Education, 1980.

The authors present a review of the available literature which evaluates the impact of women's studies. Their report cites a number of cross-sectional studies and includes a complete appendix listing information sources for various programs. Howe and Lauter stress the need for a longitudinal data base to study the variables which contribute to the growth of women's studies programs on different campuses and to provide a resource for persons interested in starting a program at their own school. Also included is a brief report on the activities of some professional associations in the area of women's research and status. Other titles in this monograph series are The Effectiveness of Women's Studies Teaching; The Involvement of Minority Women in Women's Studies; The Relationship Between Women's Studies, Career Development, and Vocational Choice; Re-Entry Women Involved in Women's Studies; Women's Studies as a Catalyst for Faculty Development; Women's Studies Graduates; and Women's Studies in the Community College.

Howe, Florence. *Seven Years Later: Women's Studies Programs in 1976. A Report of the National Advisory Council on Women's Educational Programs*. 1977.

The seven years in the title of Howe's report refers to the fact that by 1976 when she wrote her report women's studies had been a recognizable part of higher education for seven years. This report reviews women's studies programs at 15 colleges and universities which have entered "phase two" in their developmental stage. Phase two schools have moved beyond courses "on" women in a variety of departments drawn into a loosely organized program to having a paid administrator, line budget, and a curriculum listed in the official school catalogue. Howe reports on the schools' program sizes, budgets, personnel; degree and certificate options, and courses. She notes, for example, that the schools have begun developing courses about minority and third world women and offering programs centered around the theme of work and the professions.

Howe, Florence, ed. *Women and the Power to Change*. New York: McGraw-Hill Book Company, 1975.

Sponsored by the Carnegie Commission on Higher Education, this volume contains four reports by academic women on how the women's movement has affected their lives and how institutions will have to be transformed to accommodate these changes. The authors are Florence Howe, Arlie Hochschild, Adrienne Rich, and Aleta Wallach. For example, Hochschild describes how women academics are placed at a disadvantage in institutions organized around the employment of males with supportive families.

Lougee, Carolyn C. "Women, History, and the Humanities: An Argument in Favor of the General Studies Curriculum." *Women's Studies Quarterly* V.9, n.1:4-7.

Lougee, chairperson of Stanford University's Committee on Undergraduate Studies, argues that integrating material about women into courses such as Stanford's rigorous western civilization course is impeded by disciplinary definitions within the humanities themselves. Because the humanities as a discipline focus on the culture of a public, rather than private, domain; use formal genres established within exclusive academic disciplines as the major criterion for excellence; and seek a unifying image of humanity that generally overlooks women, women's culture does not easily find a niche in traditional western civilization courses. Lougee advocates, however, the establishment of

such courses as general education requirements. Her strategy for integration of women's culture into western civilization courses is the inclusion of intersecting points in traditional historic frameworks where comparison of men's and women's experience is possible. Such comparative treatments, Lougee believes, will expose enough inherent intellectual and substantive incongruities in the discipline to prompt expansions and redefinitions of humanistic concerns. This kind of disciplinary reassessment will thus require inclusion of women's culture in western civilization courses. Lougee's article generated additional arguments; see Groula, Christine and Munich, Adrienne. "Women, Literature and the Humanities: a Reply to Carol Lougee." *Women's Studies Quarterly* V.9, n.2:14-15 for a critique of traditional curricular treatment of literature. This reply to Lougee stems from the premise that literature, unlike history, does include women and that studying the nature of this inclusion offers different avenues for integrating women's culture into a curriculum.

Muscatine, Charles, moderator. "The Study of Women in the Liberal Arts Curriculum." Cassette-recording. Washington, D.C.: Association of American Colleges, 1981.

Muscatine moderated a panel discussion, at AAC's 1981 Annual Meeting, on how the new research on women changes the traditional curriculum. Also on the panel were Alison Bernstein and Jean Walton. The panel discussed the goal of women's studies to become a valid topic for academic research, the need to integrate materials on women into the traditional curriculum, and how to begin transforming the curriculum. A recording of the panel discussion on "The Impact of Women's Studies" also is available. The cost of each cassette tape is $6.50 plus a $2 postage and handling charge. When ordering refer to AAC and list the discussion titles. Speedy Tape, P.O. Box 39053, Denver, CO 80239. (303) 340-1980.

National Women's Studies Association (NWSA), Susan Gore, Coordinator, University of Maryland, College Park, MD 20742. (301) 454-3757.

Founded in 1977, NWSA strives "to further the social, political, and professional development of women's studies throughout the country, at every educational level and in every educational setting." Membership in NWSA includes membership in one of 12 regional associations, each with its own governance structure, conferences, and publications. Individual memberships range from $8-$28, are dependent upon level of income, and include subscription to the *Women's Studies Quarterly* (described below). NWSA recently published *The Women's Studies Service Learning Handbook: From the Classroom to the Community*, edited by Jerilyn Fisher and Elaine Reuben. The handbook features 25 essays and case studies by women's studies practitioners. NWSA also publishes lists of more than 350 women's studies programs and centers for research on women. The association will hold its fourth annual meeting, "Feminist Connections Throughout Education," on June 16-20, 1982 at Humboldt State University. Conference topics include multicultural, non-sexist education; lifelong learning; and computer literacy. For conference information write to Phyllis Chinn or Rosalind Ribnick, Women's Studies, Humboldt State University, Arcata, CA 95521.

Oakes, Elizabeth H. and Sheldon, Kathleen E. *Guide to Social Science Resources in Women's Studies*. Santa Barbara, CA: Clio Press, 1978.

The authors provide an annotated listing of books and bibliographies which they believe are useful to faculty teaching and doing research in women's studies. The disciplines listed include anthropology, economics, history, psychology, and sociology. There are also sections on the writings of the Feminist Movement, additional bibliographies, and journals.

Project on the Status and Education of Women (PSEW), Bernice Sandler, Director, Association of American Colleges, 1818 R St., N.W., Washington, D.C. 20009 (202) 387-1300.

For ten years, PSEW has been monitoring federal statutes, policies, enforcement activities and legal decisions; conducting policy analyses; advising federal officials; and maintaining liaison with other organizations in order to improve or initiate federal and institutional policies that affect women in higher education. The goal of these efforts is the alleviation of problems and issues which negatively affect the status, education, and employment of women in the academic community. In addition to collecting and analyzing information and responding to requests from national, local, and education media, PSEW maintains a resource list and information packets on topics such as Title IX; students, faculty, and administrators; minority women; re-entry women; and rape and sexual harassment. Order forms for these packets are available from the PSEW office.

Reed, Beth, ed. *Proceedings of the Fifth Annual GLCA Women's Studies Conference, Ann Arbor, 1979*. Ann Arbor, MI: GLCA Women's Studies Program, 1980.

"Toward a Feminist Transformation of the Academy" was the title of this November 1979 conference. Keynote speaker Elizabeth Kamarck Minnich discussed the feminist academy in her presentation "Friends and Critics: The Feminist Academy." Minnich described the feminist perspective as having two sides: a critical cast of mind that takes nothing as given or settled for all time and a movement of the heart toward friendship, a relationship between equals. Thus a feminist academy is one which challenges knowledge and critically looks at that knowledge's methods and results. It also allows friends (equals) to raise questions, make selections, and fight for what seems best. In a closing panel discussion moderated by Minnich, Louis Brakeman and Paula Goldsmid spoke about curriculum reform and the feminist curriculum at Denison University and Oberlin College. Also included in the proceedings are selected conference papers including "The Feminist Academy and Third World Women" by Nellice Gillespie-Woltenmade and "Do Contemporary Films Significantly Critique Patriarchy?" by John Schilb. Copies of these proceedings are available for $5 from Beth Reed, GLCA Women's Studies Program, 220 Collingwood, Suite 240, Ann Arbor, MI 48103. Copies of the 1981 proceedings ("Toward a Feminist Transformation of the Academy-II," $6) and the 1979 proceedings ("The Structure of Knowledge: A Feminist Perspective," $3) also may be ordered.

Spender, Dale, ed. *Men Studies Modified: The Impact of Feminism on the Academic Disciplines*. Elmsford, NY: Pergamon Press, 1981.

The essays in this volume explore how the new research on women affects each of the traditional disciplines. Included are "Methodocracy, Misogyny, and Bad Faith: The Response of Philosophy" by Sheila Ruth; "Women Lost and Found, the Impact of Feminism on History" by Jane Lewis; and "Medicine as Old Husbands' Tales" by Mary Ann Elston. This is the book which is being used by Old Dominion University in its faculty seminars.

Signs: Journal of Women in Culture and Society.

This quarterly journal features research articles, essays, and reviews related to the new scholarship on women. Edited by Barbara Charlesworth Gelpi, the journal was founded in 1975 by Catharine Stimpson. Individual subscriptions are $20; institutional subscriptions are $35. Barbara Chelsworth Gelpi, Editor, English Department, Stanford University, Stanford, CA 94305. Subscription address: *Signs*, the University of Chicago Press, 5801 Ellis Ave., Chicago, IL 60637.

Stineman, Esther. *Women's Studies. A Recommended Core Bibliography*. Littleton, CO: Libraries Unlimited, Inc., 1979.

As women's studies librarian for the University of Wisconsin system, Stineman has prepared an extensive annotated bibliography for librarians, faculty members, and researchers interested in books and reports on women's issues. She goes beyond traditional academic listings to include autobiographical and biographical materials and books dealing with abortion, rape, day care, and battered women. This book concludes with author, title, and subject indexes.

U.S. Office of Education. Women's Educational Equity Act Program: Annual Report 1980. Washington, DC: U.S. Government Printing Office, 1981.

This report outlines the legislative history of the Women's Educational Equity Act (WEEA), explains the program's application review and grant award process, summarizes grant awards and contracts made in fiscal year 1980, and lists WEEA publications. WEEA, enacted in 1974, provides support for programs that make positive efforts to ensure sex equity in education. In 1980, WEEA awarded 42 general grants, 11 small grants, and 17 non-competitive continuation grants. General grant projects fall under five priority areas established in the WEEA regulations. These areas are model projects on Title IX compliance, on educational equity for racial and ethnic minority women and girls, on educational equity for disabled women and girls, and on eliminating persistent barriers to educational equity for women. WEEA also awards some activities that fall outside of the five basic categories. The 1981 WEEA Program Annual Report will be available in January, 1982.

Williamson, Jane. *New Feminist Scholarship. A Guide to Bibliographies.* Old Westbury, NY: The Feminist Press, 1979.

Williamson intended this reference work for both the researcher and the feminist activist. Her annotated entries are divided into subject areas such as art and music, education, marriage and the family, third-world countries, and literature. The volume includes a list of publishers' names and addresses.

Women's Studies.

Begun in 1972, this journal includes papers and research articles about women in the fields of literature, history, art, sociology, law, political sciences, economics, anthropology, and the sciences. Some issues also contain book reviews, poetry and short fiction. The journal regularly devotes issues to a special theme; theme issues have included Women Artists on Women Artists (Vol. 6, no. 1, 1978), Women in Antiquity (Vol. 8, nos. 1/2, 1981), and Charting Colette (Vol. 8, no. 3, 1981). Individual subscription rates are $24; library and institution rates are $71. Wendy Martin, Editor, Dept. of English, Queens College, CUNY, Flushing, NY 11367. Subscription orders should be sent to Gordon and Breach Science Publishers, Ltd., 4142 William IV Street, London, England WC2 N4DE.

Women's Studies Abstracts.

This quarterly publication began in 1972 and provides abstracts and listings of journal articles on topics related to women, including education and socialization, sports and physical capabilities, history and art, and society and government. Special sections list journal issues devoted to topics in women's studies and where new books have been reviewed. Individual subscriptions are $30; library rates are $60. Sara Stauffer Whaley, Editor-Publisher, *Women's Studies Abstracts*, Rush Publishing Co., Inc., P.O. Box 1, Rush, NY 14543. (716) 533-1251.

Women's Studies International Quarterly.

Readers of this publication will learn about women's studies research from all disciplines, the latest books, and international women's studies symposia. Recent articles include "Women and Science" by Anne Fausto-Sterling and "Toward a rediscovery of 'feminine' principles in architecture and planning" by Margrit I. Kennedy. Edited by Dale Spender, the quarterly may be ordered from the Institute of Education, University of London, 20 Bedford Way, London, WC1HOAL, England for an individual rate of $30, institutional rate of $61, or NWSA membership rate of $20.

Women's Studies Quarterly.

Published by the National Women's Studies Association (NWSA) and The Feminist Press, the *Women's Studies Quarterly* is a journal of information and support for students and teachers of women's studies. Journal articles analyze women's studies trends, report on current efforts to transform the curriculum, and review new publications. NWSA news also is included. The Spring 1981 issue, for example, included such articles as "A Feminist Approach to Sex Education in the High School," "Art by Women Made Accessible Through Slides," and "EMBERS: A Project to Develop Elementary School Readers." NWSA members receive the journal as a benefit of membership.

The Forum for Liberal Education

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The Study of Women in the Liberal Arts Curriculum

Peggy Brown, Editor
Kim Merrill, Research Assistant

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The Forum for Liberal Education is a topic-oriented publication featuring a subject of importance for liberal education in each issue. It does not endorse or evaluate institutional activity. Rather, it describes various ways in which institutions of higher learning address important common concerns. Upcoming issues of the *Forum* will look at life-long learning, values literacy, and graduate liberal studies. **The *Forum* staff is interested in receiving program information from our readers.** If your school is chosen for inclusion in an issue a staff member will interview a contact person at your school and write the article.

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